Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Waldegrave School
Number of pupils in school	1471
Proportion (%) of pupil premium eligible pupils	11.1%
Total Y7: 24 Total Y8: 21 Total Y9: 31 Total Y10: 24 Total Y11: 21	
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026 2026 -2027
Date this statement was updated	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Elizabeth Tongue, Headteacher
Pupil premium leads	Angela Dhir, Assistant Headteacher KS4 Paul Greaves, Assistant Headteacher KS3
Governor / Trustee lead	Audrey Amponsah

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,500
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£116,500

Part A: Pupil premium strategy plan

Statement of intent

At Waldegrave School we strive for each and every one of our students, irrespective of their individual background, to be able to make excellent progress both academically and socially during their time at school. This is something that we are passionate about and is reflected in our school vision that *Everyone enjoys learning, feels valued and experiences success.* The focus of our pupil premium strategy is to support disadvantaged students to achieve this vision.

A key principle for us is that all our teaching, pastoral and support staff understand the challenges of educational disadvantage, and recognise their responsibility in addressing them. This responsibility is captured within the activities laid out below, but it also exists in the thousands of tiny interactions with students each day in lessons and around the school, where opportunities to challenge the impact of disadvantage can be taken or lost. It means we take collective responsibility for overcoming the barriers to achievement that are brought about by circumstance. We plan to make sure our limited resources are used where they will make the biggest difference to the greatest number.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

The approaches we have adopted complement each other to help students enjoy learning, feel valued and experience success.

To ensure they are effective we will:

- ensure disadvantaged students are provided with sufficient challenge
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Whilst our previous strategy reduced the achievement gap for disadvantaged students from -0.75 to -0.37, we are mindful that a gap remains. We are committed to ensuring that we continue our work to sustain this improvement across the curriculum, supporting our disadvantaged students to achieve essential L2 qualifications that will allow them to progress in their education.
2	Our attendance data over time indicates that attendance and punctuality among disadvantaged students has been lower than for non-disadvantaged pupils. This gap is even wider for those disadvantaged SEND students. We recognise that there are multiple factors leading to higher rates of absence amongst disadvantaged students but know attendance is critical for students to achieve.
3	Our disadvantaged students start secondary school behind their non-disadvantaged peers. KS2 data indicates that the achievement gap exists when students transition to Waldegrave from primary school and we recognise starting secondary school with lower levels of literacy and numeracy presents students with a significant barrier accessing the curriculum. Progress trackers utilised at KS3 for Yr7 to Yr9 indicate a gap between the percentage of our disadvantaged and non disadvantaged pupils' making expected or better than expected progress.
4	Within our cohort of disadvantaged students there is a higher proportion of students with SEND (24%) than within the non disadvantaged cohort (17.3%). Within this cohort the main identified needs are: ● SEMH which includes ADHD, ● cognition and learning including moderate learning difficulties and dyslexia, ● communication and interaction including PDA and ASC. We are mindful that due to disruption in early years education as a result of lockdowns, the lower rates of SEND diagnoses amongst girls and significant waiting periods to access external services, there will be a number of students with unidentified SEND across the whole school cohort.
5	Within our cohort of disadvantaged students there are a number of students who have experience of ACEs (adverse childhood experiences) and attachment issues. This has led to additional social and emotional needs and vulnerabilities which can result in difficulty forming positive peer relationships, increased levels of anxiety and / or a greater need for reassurance and to be noticed.

| 6 | Feedback via pastoral and safeguarding teams indicates that some of our pupil premium students lack access to sufficient resources and study spaces to support independent study. |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan 2024 - 2027**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
The achievement of disadvantaged pupils across the curriculum at the end of KS4 is improved, with a particular focus on Maths, ensuring disadvantaged students experience success and can progress in their education.	The achievement gap is reduced (i.e. is less than -0.37). Disadvantaged pupils achieve a positive P8 score. *N.B. Progress scores will not be published in 2025 or 2026 but will be in 2027 at the end of the strategy.* Students secure aspirational post-16 provision. Quality assurance of teaching and learning indicates that disadvantaged students receive feedback that helps them to progress.
Disadvantaged students enjoy school and attend regularly.	Improved attendance and punctuality for disadvantaged students across all year groups. There is a reduction in the number of disadvantaged students with persistent absence. The attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced. Students actively participate in the full life of the school.
Disadvantaged students' levels of literacy and numeracy improve in KS3 allowing them to achieve across the curriculum.	Internal tracking data indicate the gap between the percentage of our disadvantaged and non disadvantaged pupils' making expected or better than expected progress between Yr7 to Yr9 is reduced. Students are confident and ready to start their GCSEs.
Disadvantaged SEND students are identified and supported so that they enjoy learning, feel valued and experience success.	Appropriate personalised support is in place to allow students to flourish. Annual reviews reflect progress across all aspects of school life and identify areas for development and support. Attendance of disadvantaged students improves. The gap between SEND and Disadvantaged students is reduced.
The social and emotional needs of disadvantaged	Student voice activities show disadvantaged students feel known and valued. Quality assurance of teaching and

students are supported so that they are able to enjoy learning, feel valued and experience success.	learning indicates that the social and emotional needs of disadvantaged students are recognised by teachers and they receive appropriate support. Students tell us that they have an adult in school that they trust. Students are able to access additional support when needed.
Disadvantaged students are empowered to learn independently.	Disadvantage students have resources to support independent learning.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching *(for example, CPD, recruitment and retention)*

Budgeted cost: £36,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD - Teaching staff to complete SSAT Embedding Formative Assessment 2 year programme to develop expertise to support meaningful feedback for students.	Providing feedback is well-evidenced and has a high impact on learning outcomes. Feedback can be effective during, immediately after and some time after learning. As a result, DFE and EEF back the SSAT programme. Feedback	1, 3, 4
Invest in additional staffing and curriculum time in Maths to sustain improved GCSE outcomes.	Our new curriculum model has supported disadvantaged students to make improved progress in Maths and close the achievement gap at KS4 as demonstrated in 2023 and 2024 outcomes when the gap reduced from -0.81 to 0.15. By providing smaller groups particularly for those students on the threshold of grades 4 & 5, more individual and tailored support is possible. Timetabling experienced teachers to support critical groups ensures expertise is used effectively to support student achievement.	1, 4

	High Quality Teaching	
Secure quality first teaching across the curriculum through: ● SEND training for all staff annually focusing on prevalent needs within the cohort ● Quality assurance programme with a focus on disadvantaged students ● Sharing best practice ● Communication of student needs through secure digital platform ● Disadvantaged SEND students have personalised passports to ensure appropriate support in lessons.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. Absenteeism may be linked to undiagnosed or unmet SEND needs. High Quality Teaching Attendance and attainment SEND and absence	1, 2, 3, 4

Targeted academic support *(for example, tutoring, one-to-one support structured interventions)*

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund main school Academic Mentor to provide structured interventions to support students with lower levels of literacy and numeracy on transition to secondary school and disadvantaged SEND students	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups: One to one tuition research small group research	2, 3, 4
Deliver peer tutoring to support students to improve in key academic areas, including Paired Reading Scheme, Sixth Form GCSE Mentors.	Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school. Peer tutoring research	1, 2, 3, 4,
Provision of materials to support independent learning	Research shows that independent learning makes a significant	1, 2, 3, 4, 6

including Chromebooks, specialist materials, revision guides and online subscriptions. Homework club and afterschool areas for KS4 students provide spaces for students to study when this may be difficult at home.	difference to student achievement. There is much evidence of a growing digital divide and the need to close this to allow students to access learning outside of school. [homework link](#) [The digital divide](#)	
Invest in SEND and Inclusion team support to identify and provide targeted support to meet individual needs. TA led mentoring scheme to support disadvantaged students both academically and socially, using ELSA and coaching techniques where appropriate Offer a flexible curriculum pathway to students with dual vulnerability to support achievement. Interventions including literacy and numeracy to ensure disadvantaged SEND students are accessing learning effectively, including flexible curriculum pathways, wrap-around teaching and targeted intervention. TAs are supported to deliver this effectively through a planned CPD programme.	Literacy intervention and SEND support is essential for those with dual vulnerability. Research demonstrates the importance of closing the language gap. Inclusion team support provides smaller group sizes for wrap-around teaching in key subject areas and study support. [Literacy support](#) Absenteeism may be linked to undiagnosed or unmet SEND needs. [SEND and absence](#)	1, 2, 3, 4,

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Invest in increased support from Education Welfare Services to reduce rates of persistence absence amongst disadvantaged students.	Research shows that persistent absence from school is closely linked to lower levels of achievement. Reducing student absences will have a positive effect on achievement and is likely to reduce achievement gaps.	1, 2, 3,

	Close monitoring of attendance and appropriate and timely intervention reduces the risk of long term or persistent absence. [The link between absence and attainment](#)	
Investment in well-being support for students to include: ● Specialist staff in school ● Mental Health Training for Staff ● Curriculum activities & speakers	Identifying and addressing underlying issues that may affect attendance at school and/or ability to focus and engage fully in the school curriculum will help to reduce any gap in outcomes for those students that need additional pastoral care. [Research exploring links between absence and mental health](#)	1, 2, 3, 4, 5,
School careers programme ensures all students are supported in their aspirations. Careers advisor appointments prioritise disadvantaged students in Y10 and Y11 and are offered to disadvantaged students in Y9 to support through the options process. SEND students have one to one appointments to provide careers advice and parental meetings support through Y9 options process. In KS4 students are helped to secure meaningful post 16 destinations through AFC next steps programme and school staff support through application and interview process. Investment in staff time to allow support for disadvantaged students to find meaningful work experience placements.	A comprehensive careers programme helps to broaden student aspirations and challenge stereo-types based on socio-economic background. Having clear and attainable goals helps to motivate students in their learning. Work experience helps young people develop valuable skills and to secure places on competitive HE courses and career paths. [Successful strategies for careers and disadvantaged students](#) https://www.educationandemployers.org/research/socialised-social-capital/	1, 2,
Investment in enrichment activities for students, subsidising school trips. Providing opportunities for students to participate in extracurricular opportunities. Prioritising disadvantaged	Students' attendance is improved when they feel connected to the school community. Raising aspirations is essential in supporting disadvantaged students; these individualised opportunities will	1, 2, 5

students for opportunities offered by other organisations. Collaborating with external organisations to extend opportunities to disadvantaged students.	have the added benefit of increasing a student's cultural capital. Supporting attendance Arts participation research	
Providing mentoring and pastoral support to ensure individual disadvantaged students are known by staff, recognising the individual challenges they face and the aspirations each needs support to nurture and achieve. Investment in ELSA and coaching training for TAs to provide mentoring to support disadvantaged SEND students.	Positive student relationships are fundamental to success. When students feel supported, they're more likely to engage in learning and have better academic outcomes. Students are also more likely to seek support and be honest about their challenges when working with adults they trust. Positive relationships	1, 2, 3, 4, 5, 6
Fund Behaviour Mentor and invest in rewards for students to recognise and encourage positive behaviour for learning. Fund epraise shop prizes. Prizes for Aspirations motivation group for Y9 students.	Behaviour interventions improve attainment by reducing challenging behaviour in school allowing all students to focus on learning. Nationally disadvantaged students are four times more likely to be permanently excluded. Behaviour Disadvanteged student & school exclusions.	1, 2, 3, 4, 5, 6

Total budgeted cost: £116,500